

HUNTER-KINARD-TYLER ELEMENTARY

7066 Norway Road
Neeses, SC 29107

GRADES PK-6 Elementary School

ENROLLMENT 424 Students

PRINCIPAL Debra W. Norman 803-263-4441

SUPERINTENDENT Dr. Sandra Tonnsen 803-534-8081

BOARD CHAIR Mr. Aaron Rudd 803-534-8081

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	15	66	36	2

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Good	N/A
2002	Below Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No

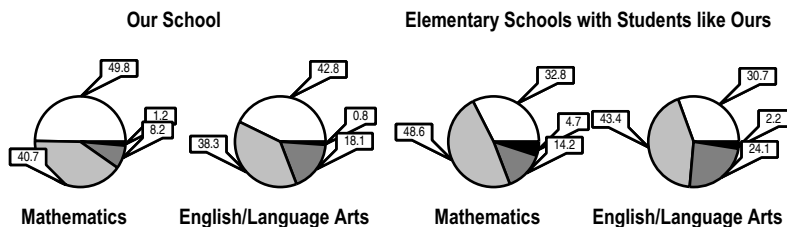
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	250	99.2	42.3	38.6	18.3	0.8	29.9	Yes	Yes
Gender									
Male	145	98.6	47.1	37.7	15.2	0.0	23.2		
Female	105	100.0	35.9	39.8	22.3	1.9	38.8		
Racial/Ethnic Group									
White	53	100.0	25.0	45.8	29.2	0.0	47.9	Yes	Yes
African-American	195	99.0	46.1	37.2	15.7	1.0	25.7	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	217	99.5	38.8	40.7	19.6	1.0	32.5		
Disabled	33	97.0	65.6	25.0	9.4	0.0	12.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	99.2	42.3	38.6	18.3	0.8	29.9		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	249	99.2	42.1	38.8	18.3	0.8	30.0		
Socio-Economic Status									
Subsidized meals	204	99.5	45.0	40.0	15.0	0.0	26.5	Yes	Yes
Full-pay meals	46	97.8	29.3	31.7	34.1	4.9	46.3		

Mathematics - State Performance Objective = 15.5%									
All Students	250	99.6	49.6	40.9	8.3	1.2	16.5	Yes	Yes
Gender									
Male	145	99.3	50.4	42.4	5.8	1.4	13.7		
Female	105	100.0	48.5	38.8	11.7	1.0	20.4		
Racial/Ethnic Group									
White	53	100.0	39.6	41.7	12.5	6.3	29.2	Yes	Yes
African-American	195	99.5	51.6	41.1	7.3	0.0	13.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	217	100.0	45.7	43.3	9.5	1.4	19.0		
Disabled	33	97.0	75.0	25.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	250	99.6	49.6	40.9	8.3	1.2	16.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	249	99.6	49.4	41.1	8.3	1.2	16.6		
Socio-Economic Status									
Subsidized meals	204	99.5	51.5	41.0	7.0	0.5	13.0	No	Yes
Full-pay meals	46	100.0	40.5	40.5	14.3	4.8	33.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	98.4	33.3	45.0	16.7	5.0	21.7
	Grade 4	58	98.3	44.4	31.5	24.1	N/A	24.1
	Grade 5	75	96.0	61.5	33.8	4.6	N/A	4.6
	Grade 6	65	98.5	48.3	43.3	6.7	1.7	8.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	71	98.6	31.9	37.7	27.5	2.9	30.4
	Grade 4	57	100.0	38.6	42.1	19.3	N/A	19.3
	Grade 5	57	98.2	37.0	48.1	14.8	N/A	14.8
	Grade 6	66	100.0	59.1	34.8	6.1	N/A	6.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	36.1	55.7	8.2	N/A	8.2
	Grade 4	58	100.0	47.3	41.8	9.1	1.8	10.9
	Grade 5	75	100.0	47.8	44.8	4.5	3.0	7.5
	Grade 6	65	100.0	55.0	38.3	6.7	N/A	6.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	71	100.0	40.0	54.3	5.7	N/A	5.7
	Grade 4	57	100.0	50.9	40.4	8.8	N/A	8.8
	Grade 5	57	98.2	50.0	33.3	11.1	5.6	16.7
	Grade 6	66	100.0	59.1	33.3	7.6	N/A	7.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 424)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.6%	Down from 6.6%	3.8%	2.7%
Attendance rate	95.8%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		5.3%	3.5%
Eligible for gifted and talented	3.8%	Down from 4.5%	6.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Down from 7.0%	8.0%	8.2%
Older than usual for grade	2.6%	Up from 2.4%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	46.7%	Up from 38.9%	48.5%	51.4%
Continuing contract teachers	93.3%	Up from 86.1%	82.4%	87.5%
Highly qualified teachers**	88.9%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.8%	0.0%
Teachers returning from previous year	84.2%	N/A	83.4%	86.7%
Teacher attendance rate	97.3%	Up from 90.2%	94.9%	94.9%
Average teacher salary	\$42,430	Up 7.4%	\$39,951	\$40,760
Prof. development days/teacher	11.3 days	Up from 11.0 days	13.3 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 15.4 to 1	17.4 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 82.7%	89.3%	90.0%
Dollars spent per pupil*	\$5,010	Up 9.3%	\$6,581	\$6,044
Percent of expenditures for teacher salaries*	76.4%	Down from 82.0%	64.2%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The theme for Hunter-Kinard-Tyler Elementary School this year was "Exploring Our Creative Minds", where we committed ourselves to finding creative ways to learn and to showcase the many talents that students have. Our dedicated and well-trained staff works diligently to provide students with a variety of learning experiences that will prepare them for future learning and growth.

The curriculum is challenging and standards-driven to develop successful and productive citizens and to help students reach their fullest potential in life. Curriculum mapping was an instructional focal point this year. We are in the final year of a 3-year Literacy First grant where students in grades K-6 are taught phonemic awareness, phonics, vocabulary, and comprehension skills through explicit instruction involving a research-based, criterion-referenced process. We continued our emphasis on independent reading through our school-wide Accelerated Reader program. A year-long early morning enrichment program allowed students to receive 40 minutes of tutoring in reading and math on a daily basis. Students achieving at a higher level participate in programs for the Gifted and Talented. Our homework center provides assistance with homework and academic enrichment. The afterschool, extended-day morning provides students with remedial academic assistance and recreation. Staff development for teachers consisted of Literacy First, Accelerated Math, Curriculum Mapping and StandardsMaster Benchmark Testing.

Highlights for the year include: 2 students being named to the Discovery Channel Youth Scientists Challenge, a student from our school winning the district level Lt. Gov. Writing Contest 3 consecutive years, and a student receiving the Gov. Citizenship Award.

Our school offers a variety of activities during the school year which are designed to promote academic, social and emotional excellence in a creative learning environment. These include our annual science fair, the district-wide spelling bee, the Halloween Carnival, the 100th Day of School, Career Day, Read Across America, Pennies for Patients, Relay for Life, the Christmas Angels, and our Boys' Night Out and Girls' Night Out activities.

It is our desire that HKT Elementary students become successful in all that they do. Our areas of concern include students reading on grade level, students solving problems and thinking critically, improved standardized test scores, and continued parental involvement in the academic environment.

Debra W. Norman, Principal
Melissa Peeples, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	56	15
Percent satisfied with learning environment	65.4%	70.4%	66.7%
Percent satisfied with social and physical environment	63.0%	64.3%	73.3%
Percent satisfied with home-school relations	22.2%	80.4%	73.3%

*Only students at the highest elementary school grade level at this school and their parents were included.